
2003-2004 *No Child Left Behind*—Blue Ribbon Schools Program
Cover SheetName of Principal Mr. Ronald Lipari
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name: Westlake High School
(As it should appear in the official records)School Mailing Address: 100 North Lakeview Canyon Road
(If address is P.O. Box, also include street address)

<u>Westlake Village</u>	<u>California</u>	<u>91362-3895</u>
City	State	Zip Code+4 (9 digits total)

Tel. (805) 497-6711 Fax (805) 497-2606Website/URL www.conejo.k12.ca.us/westlake E-mail: rlipari@conejo.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Robert Fraisse
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Conejo Valley Unified School District Tel. (805) 497-9511

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Dorothy Beaubien
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 20 Elementary schools
4 Middle schools
 Junior High Schools
4 High Schools
 Other (Briefly explain)
28 TOTAL
2. District Per Pupil Expenditure: 6385
Average State Per Pupil Expenditure: 6719

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 5 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9	310	310	620
3				10	271	229	500
4				11	269	261	530
5				12	243	249	492
6				Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				2142

6. **Racial/ethnic composition :**
- | | |
|-------------------|-------------------------------------|
| _____ | 76.2 % White |
| _____ | 1.8 % Black or African American |
| _____ | 11.6 % Hispanic or Latino |
| _____ | 9.7 % Asian/Pacific Islander |
| _____ | .6 % American Indian/Alaskan Native |
| _____ | .1% Other |
| 100% Total | |

7. **Student turnover, or mobility rate, during the past year:** 10.78%.

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	77
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	148
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	225
(4)	Total number of students in the school as of October 1	2087
(5)	Subtotal in row (3) divided by total in row (4)	.1078
(6)	Amount in row (5) multiplied by 100	10.78%

8. **Limited English Proficient students in the school:** 9.1%

Total Number of Limited English Proficient 190

Number of languages represented: 12

Specify languages: Canton (Chinese), French, German, Hebrew, Italian, Japanese, Korean, Mandarin (Chinese), Portuguese, Russian, Spanish, and Vietnamese.

9. **Students eligible for free/reduced-priced meals:** .14%

Total Number Students Who Qualify 30

10. **Students receiving special education services:** 6.4%
133 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>2</u> Orthopedic Impairment
<u>1</u> Deafness	<u>24</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>75</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>15</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>9</u> Multiple Disabilities	<u>3</u> Visual Impairment Including Blindness

11. **Number of full-time and part-time staff members by category:**

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u> </u>
Classroom teachers	<u>90</u>	<u>2</u>
Special resource teachers/specialists	<u>7</u>	<u> </u>
Paraprofessionals	<u> </u>	<u>2</u>
Support staff	<u>30</u>	<u>4</u>
Total number	<u>132</u>	<u>8</u>

12. **Average school student-“classroom teacher” ratio:** 23.6:1.

13. **Attendance patterns of teachers and students as a percentage.**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.4%	95.9%	95.6%	96.1%	95.7%
Daily teacher attendance	97.1%	95.4%	95.9%	96.8%	97.3%
Teacher turnover rate	4%	6%	3%	5%	3%
Student dropout rate	.57%	.38%	.09%	1.6%	1.0%
Student drop-off rate	3.59%	2.31%	3.74%	1.77%	4.35%

14. Post secondary plans of the students who graduated in Spring 2003.

Graduating class size	481
Enrolled in a 4-year college or university	64.0%
Enrolled in a community college	32.0%
Enrolled in vocational training	1.4%
Found employment	.8%
Military service	.4%
Other (travel, staying home, etc.)	.2%
Unknown	1.2%
Total	100 %

PART III - SUMMARY

School Community Profile

Westlake High School, located in Thousand Oaks, California, is one of four high schools in the Conejo Valley Unified School District. The school community maintains exceedingly high expectations for student achievement. A collaborative self-study effort involving all stakeholders led to the development of the Westlake High School Expected School-wide Learning Results (ESLR) that are reflected in the Westlake mission statement.

This ongoing self-study process includes data analysis from standardized tests as well as the ACT High School Student Opinion Survey, completed annually by the senior class. As a result, Westlake has adopted a standards-based approach that is aligned with the Standardized Testing and Reporting (STAR) program and supports high achievement on the California High School Exit Exam (CaHSEE).

Westlake provides a rigorous yet accessible college preparatory curricular program that includes 27 courses at the Honors or Advanced Placement level, and 41 additional College Preparatory (CP) courses that are approved by the University of California and California State University system for college admission. Students in AP level courses are encouraged to complete the corresponding AP exam and during the 2003 A.P. cycle, 485 Westlake students completed 1117 AP exams with over 72% of those students earning a 3 or higher. Time, energy, and resources are dedicated to meeting the needs of our under performing sub-groups including English Learners (EL) and the economically disadvantaged (lower SES) students by utilizing staff members trained in the SDAIE methodologies. These under performing students are provided additional support through our Designated Studies (DS) program that includes courses in each subject area taught at the CP level. It is noted that there exists a significant crossover between these two

identified subgroups and it is also relevant that the overwhelming majority of our EL students are ethnically Hispanic.

In an effort to make learning more relevant, and to prepare students for college and careers, the Westlake School-to-Career program utilizes an approach to education that links students, parents, schools, businesses, and labor. Current offerings include a California Partnership Academy focusing on the technology industry, Regional Occupation Program, Work Experience Education, and Majors in Business, Health Science, Liberal Arts, and Media Arts. Through participation in this program students demonstrate increased academic achievement, take the initiative for their own learning, and gain a better understanding of the skills needed to be successful upon High school graduation. Approximately 325 students currently participate in these programs with enrollment increasing annually.

Westlake has established itself as a leader in Ventura County and beyond through numerous academic and co-curricular successes that include: an Academic Performance Index (API) of 798 that ranks in the top 10 percent among the 781 California public high schools, a nationally recognized performing arts program, and athletic programs that consistently compete for league and state championships. During this school year over 53% of WESTLAKE students are involved in a co-curricular activity supporting our vision of developing culturally and socially responsible citizens.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. School Assessment Results

Each spring, high school students grade nine through 11 in the State of California complete standards based and norm-referenced exams in English language arts, mathematics, science, and social science through the Standardized Testing and Reporting (STAR) program. Schools administer the exams during the specified testing window in April and receive test results in early August. The California standards are integrated through District adopted courses of study in each subject area that are aligned with the California Standards Tests in English Language Arts, mathematics, science, and social science.

The California State and CVUSD Content Standards are infused into the courses of study and delineate what students should know and be able to do upon completing a specific course. Therefore, the content taught in the classroom and that is assessed by the STAR program is aligned, ensuring that all students have the opportunity to meet the high academic standards set forth by the State of California and outlined in the No Child Left Behind legislation.

The California Standards Tests (CST) are criterion-referenced multiple-choice tests on which scores are compared to State-established performance criteria and results are reported as one of five performance levels: Advanced, Proficient, Basic, Below Basic, Far Below Basic. The 2003 CST results reveal improvement at each grade level over a three-year period, grades nine through 11, in the percent of students scoring at the proficient level of above. Using the 2000-01 data as our base, ninth grade English/language arts CST scores have improved each year resulting in a 9% increase through the 2002-03 test administration. The data from tenth grade students reveals a significant increase of over 4% as compared to the 2001 CST results. This trend of an increased percentage of students scoring at proficient or higher extends to the eleventh grade students who have demonstrated improvement each year and an overall 7% increase over the three-year

period.

The 2003 CST results reveal that 28% of ninth grade lower SES students tested scored at “proficient” or above in the English-language arts. This is a 13% increase compared to the 2001-2002 results and 3% above the 2000-2001 scores. 25% of tenth grade lower SES students tested scored proficient or above with an increase of 1% from 2001-2002 and a 5% increase from 2000-2001. The data for the eleventh grade students shows that 23% of the lower SES students tested scored at proficient or above reflecting an 11% increase from 2001-2002 and a 2% increase from 2000-2001.

The 2001 Stanford Achievement Test 9th Edition (SAT 9) shows significant increases in overall National Percentile Rankings (NPR) in mathematics scores of the lower SES population. The percent of students scoring above the 75th NPR in this sub-group increased by 12% from the spring 2000 to the 2001 administration. There was also a positive trend in the percent of students who are passing the California High School Exit Exam from March 2002 to the March 2003 test administration.

In the CaHSEE, SAT 9, and CST tables, data is reported by school scores and subgroups to include economically disadvantaged and special education. California state determines scores to be statistically significant when more than 100 students from a particular group are represented or if that group makes up at least 5% of the total student population. While some of the sub-groups listed do not meet the state criteria, they are listed to demonstrate growth and success of these emerging sub-groups.

2. Use of Assessment Data to Improve Student Performance

Each year as part of the Westlake program evaluation process, the Leadership Team reviews data, disaggregated by student gender, program, ethnicity, and language, and establishes school-wide goals that reflect the WASC Accreditation, Focus on Learning recommendations. School-wide data is disseminated through department chairs and analyzed by all teachers with the goal of identifying curricular areas that may need augmentation in addressing state standards as measured by the STAR and CaHSEE. Over the last several years, school-wide goals have focused on under performing student populations that include ELL and lower SES students.

Through the use of Edusoft, a computer program that disaggregates student data, school-wide and subgroup test results are provided to every teacher and include outcomes on all four sections of the California Standards Test as well as the CaHSEE. Staff members review this information and make modifications and revisions to curriculum. Individual student data is available to staff and includes content cluster performance that is aligned with the California State Standards. This data is used to provide remediation and assistance in meeting state and local standards.

Following the review of school wide testing data, Single School Plan (SSP) goals are developed and approved by the Leadership Team and the School Site Council (SSC). These goals target higher achievement on California Standards Test in English Language Arts and mathematics for all students and include an individual goal that targets improvement of the ELL/at-risk population. English, foreign language, mathematics, social science, and science “Lead Teachers” meet with staff to discuss, develop, and implement any necessary improvements within their courses based on student performance. This collaborative effort has resulted in a curriculum that is aligned with the District and State content standards while facilitating spirited discussion related to appropriate and timely feedback of student work, teaching strategies, and assessment.

3. Communicating School Performance

Students and their parent/guardian receive detailed reports from the CDE related to STAR scores and include an explanation of student achievement on each test by content cluster. These reports are delivered to the District Office from the CDE and are mailed by the Conejo Valley Unified School Districts department of Research, Evaluation and Assessment to each household. Reports outlining individual and school-wide performance on STAR are provided by the CDE and make up part of the data that is analyzed by the Leadership Team, the School Site Council, and the PTSA when reviewing and generating school-wide goals for improvement. Additionally, the local newspaper, The Ventura County Star, features testing data and school information in the Conejo Valley Education Section.

The CVUSD produces an annual School Accountability Report Card (SARC) that is accessible on the WESTLAKE web site and is distributed throughout the community. The annual SARC includes school-wide testing data from STAR, CaHSEE, AP, and SAT I exams. Additional data are generated on site that is extracted from the District's student information program for use by teachers, counselors, program coordinators and administrators in working with under performing students including the ELL, lower SES, and Special Education sub-groups.

4. Sharing Success

The Westlake staff participates in numerous workshops and conferences at the local, state, and national level where information related to curriculum and instructional best practices are shared. Members of the math department have presented at the NCTM National Conference. The Science Department Chair, an Amgen and California State Teacher of the Year, has presented at numerous state and national venues and uses video conferencing as part of her instruction in bringing experts from facilities across the country into her classroom.

The Marmonte League Principal's Consortium, which includes public and private school principals, meets monthly providing a forum for sharing of information, programs, curricula, policies, and ideas. Students from area school leadership classes meet to discuss and improve programs and to provide innovative school-wide student activity experiences at all schools. Area teachers and administrators regularly visit the campus to observe programs and engage in the professional dialogue that perpetuates school improvement throughout the CVUSD and the Ventura County.

Presentations for English, foreign language, math, School to Career, and science teachers are conducted within the district as well as neighboring districts that result in the sharing of ideas, programs, policies, curricula, and instructional techniques. In many cases, these presentations cut across district lines and effect program improvement for all schools. On-going collaborative efforts with local businesses such as Amgen and Los Robles Hospital have resulted in school visits/presentations by company personnel, and the use of DNA fingerprinting labs by science classes and mentoring for students.

PART V – CURRICULUM AND INSTRUCTION

1. The School Curriculum

Westlake provides every student the opportunity to access a college preparatory course of study that is aligned to the California State Standards, meets the college entrance

requirements for the California State University and the University of California systems, and prepares students for all standardized testing programs including the CaHSEE, STAR, SAT I/II, and ACT. Every department offers students the opportunity to engage in coursework at the College Preparatory, Honors, or Advanced Placement level.

Students are required to successfully complete a total of 230 credits to graduate including four years of **English**/language arts, 3 years of mathematics, 3 years of social science, 2 years of a laboratory science, and one year of a foreign language or visual/performing art.

Westlake students have the opportunity of enrolling in any of three **foreign language** programs including American Sign Language (level 1 – 2), French (level 1-5 including French Language, and French Literature AP), and Spanish (level 1-5 including Spanish Language, and Spanish Literature AP). Currently, over 63% of Westlake students are enrolled in a foreign language course.

The three-year **mathematics** requirement exceeds the State of California requirement. Students on the College Preparatory or Honors tract complete Algebra in the eighth grade and therefore the majority of freshmen are enrolled in geometry. This curricular path, adopted in the fall of 2002, will enable more students to complete higher levels of math including Math Analysis (CP or H), Calculus AP, Computer Science AP, and/or Statistics AP. It is noteworthy that 74.6% of seniors elect a fourth year of math (Algebra 2 or higher)

The **science** requirement is met through a course in Biology that is taught at the College Preparatory, Honors and/or Advanced Placement levels. Other biological science courses include Anatomy CP, Physiology H, and Advanced Anatomy. This year 66.9% of juniors and seniors elected an advanced course beyond the science requirement. The physical sciences are offered through a ninth grade survey course called Physical Science, Chemistry CP/H/AP, Physics CP/AP or Environmental Science AP. With an emphasis on teaching science through laboratory experiences, the Westlake Science Department enjoys a great reputation among county schools.

Social studies courses in World History, United States History, and American Political Systems/Economics are required during the tenth, eleventh, and twelfth grade respectively, and are offered at the Advanced Placement and College Preparatory level. During this current school year over 36% of students enrolled in an Advanced Placement social science course. In addition to highlighting the significant events in history, students respond to short answer and essay format questions in support of our goal of helping students meet the reading and writing requirements of the CaHSEE.

The CVUSD has adopted an additional nine courses of study to ensure that students meet the University of California's **Visual and Performing Arts** requirement. New courses of study include Art History and Studio Art both at the AP level, and College Preparatory courses in photography, art media, and ceramics, vocal and instrumental music. In addition, such elective courses as Animation, CISCO, Foods, Journalism, and Web Page Design are offered.

2. English Language Arts Curriculum

English/language arts instruction consists of the study of American, British, and World literature and the writing of a term paper at all grade levels. Students in the ninth grade learn MLA format in order to site primary and secondary research sources. In the 10th grade students build upon previous knowledge and write a more in-depth controversial issue paper. The 11th grade English course requires students to analyze a piece of literature that they choose. The focus of this assignment is on the process of the writing,

and must include a working bibliography in MLA format, and evidence of note taking. At the 12th grade level students write a fourth term paper using the information that they have gathered throughout their first three years of high school. Students choose their topic and are required to use MLA format, cite their sources, and must include a works cited page. General instruction is provided in the area of grammar, spelling, vocabulary, and every staff member in the department utilizes a standard writing format that is widely accepted by post secondary education.

Students read and understand grade-level-appropriate material, both fiction and non-fiction. They analyze the organizational patterns, arguments, and positions given. The District's list of core literature novels illustrates the quality and complexity of the materials to be read by students. In addition, it is a goal to have students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

The Accelerated Reader program promotes frequent, consistent, independent reading open to student's free choice in selecting text for interest and reading level. To improve the reading skills of below grade level readers, a computer-based program called "Academy of Reading" has been implemented. This program is designed to strengthen and, in some cases, actually "mend" thinking processes in the brain. Students spend approximately twenty minutes each day utilizing this computer-based program. Increases in the grade point averages and reading scores of students in this program have been documented. The Reading class also utilizes the "Soar to Success" program that teaches students reading strategies that target increased comprehension.

3. Science Curriculum

The core Science curriculum is based upon state and national standards, focusing on effective teaching through the use of process oriented laboratory experimentation and inquiry. Over 65 percent of our students take four years of science culminating in advanced placement coursework that includes physics, chemistry, biology and human dissection. The focus is to develop science as a habit of mind, enabling students to observe, reflect and conclude in logical sequences.

In addition to Biology, Chemistry and Physics, our program includes courses in Forensics, Marine Biology, and Anatomy/Physiology. Partnerships with companies such as Amgen and Rockwell have resulted in student experiments that involve DNA duplication and gene splicing. These technologies provide a high degree of student interest and motivation, in addition to making student connections in high tech science careers. Students are provided opportunities to interact with professionals in every facet of the scientific community through experimentation, including processes for making ethical decisions on major science issues. The hands-on, minds-on approach has resulted many students choosing science as a career goal.

4. Instructional Methods That Improve Student Learning.

Teachers at Westlake use a wide range of instructional strategies that provide every student with an opportunity to gain content through the multiple experiences that enhance learning while allowing students to explore concepts in depth and demonstrate their knowledge.

- In Math: Students make use of the Geometer sketchpad and overhead-graphing calculators to demonstrate their knowledge of mathematical principles; as part of the Math Analysis course, students, in groups of 2-4, research the classical polar

curves and produce and analyze graphs that include applications to the real world. Group work is common in the math department as is the integration of technology in the form of graphing calculators, exploration assignments using Microsoft Excel, Algebra1.com and Green Globes software.

- In Social Science: Students in American Political Systems AP prepare and partake in end of year debates while the college prep government students compete in district-wide competition using the “We the People” curriculum that is sponsored by the Center for Civic Education. In World History, groups of five students complete a Global Hot Spot presentation, a project that requires research on a current issue, as well as an in-depth explanation of the involvement of the United States Government. Students are graded on their presentation as well as participation.
- In English: Teachers instruct students on the use of the Modern Language Association (MLA) standards and require students to compose a 5-8 page research paper using literary criticism, analysis, and reference citation.
- In Resource English: Classes utilize the Media Center to conduct research on “Genetic Engineering” as a prelude to the reading of *Frankenstein*. Following their research, students produce their own “Genetic Engineering” newsletter that includes their research-based findings, pictures that relate to their articles, and at least two bibliographic citations in correct MLA format.
- In Science: Students in the Honors Advanced Anatomy course, a second year program for physiology students with a medical science interest, engage in extensive cadaver dissection of all human body systems. Students maintain yearlong journals, describe surgical techniques viewed by video, have area surgeons as guest lecturers, and conduct two evening presentations on work accomplished.
- Through the Technology Academy, linkages have been developed that integrate curriculum from English, history, and technology. In the sophomore curriculum, students complete a video project entitled Dateline WIT. Students demonstrate an in-depth understanding of a specific topic in our changing world, produce an MLA formatted outline, develop a thesis to guide their research, organize and plan a long-term project, and, working within a team, synthesize research to a concise, 10-minute newscast, and demonstrate proficiency with filming and editing technology. The newscast requires a news report, a commercial, an editorial commentary, and a public service announcement.

5. Professional Development Program and Impact on Student Achievement

By attending national, state and local conferences and adopting methodology from successful practitioners, the Westlake staff is well versed in current standards-based research and pedagogy enabling them *to provide a comprehensive education in a safe and positive learning environment*. The research-based work of noted experts Doug Reeves (known for his work in standards based assessment) and Robert Marzano and Deborah Pickering (co-authors of Classroom Instruction that Works) has been a focal point during site-based staff development and has led to the implementation of best practices in the areas of homework, expectations, feedback, standards-based grading and the teaching and assessment of writing based on state approved rubrics. Departments propose their own staff development plans based on their curricular and/or instructional needs and aligned with the goals as set by the School Site Council (SSC). Advanced Placement (AP) teachers attend College Board AP conferences; Designated Studies (DS) teachers attend conferences at the local and state level that specialize in teaching the English Language Learners

(ELL), and Gifted And Talented Education (GATE) staff development funds are allocated to staff members who attend County and State level GATE conferences.

Teacher and Administrative staff members attend workshops sponsored by the Ventura County Superintendent of Schools Office with a focus on the development, implementation, and evaluation of standards-based instruction. Westlake has an emerging ELL population that has led to the establishment of a comprehensive ELD program based on data from STAR, CaHSEE and the California English Language Development Test (CELDT). As part of the ELD program, resources have been allocated to fund an ELD Coordinator who frequently provides in-service training to staff on SDAIE methodology while monitoring the progress of each ELL and re-designated ELL/FEP. As a result of this professional development and program implementation, Westlake has experienced a 16-point gain in API score to 798. Additionally, the API score of the Hispanic/Latino population, an identified under performing sub group, increased by 36 points in 2003.

PART VII – Assessment Results

Grade: 10

Test: California High School Exit Exam

Edition/publication year Published Annually by Educational Testing Services

Number of students in the grade in which the test was administered 531

Number of students who took the test 523

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded None Percent excluded 0

The California High School Exit Exam (CaHSEE) was first administered in the spring of 2001. Beginning with the class of 2006, all students must pass this new exam to receive a high school diploma and therefore no students were excluded from testing. Section 504 and Special Education students are accommodated as per their Section 504 or Individualized Educational Plan (IEP). In 2003 eight students were absent on the day of the exam. 127 junior students who did not pass the CaHSEE in 2002 were required to re-test in March of 2003 and their data is included on the next page.

Data Display Table for the CaHSEE Mathematics section

	2003-02*	2001-02
Grade 10 – All Students		
Number Tested	523	507
Number Passed	474	439
Percent Passed	91	87
Number Not Passed	49	68
Percent Not Passed	9	13
Mean Scaled Score	399	395
Grade 11 – All Students		
Number Tested	127	
Number Passed	52	
Percent Passed	41	
Number Not Passed	75	
Percent Not Passed	59	
Mean Scaled Score	346	
Economically Disadvantaged Students		
Number Tested	30	44
Number Passed	13	26
Percent Passed	43	59
Number Not Passed	17	18
Percent Not Passed	57	41
Mean Scaled Score	347	359
Not Economically Disadvantaged Students		
Number Tested	620	461
Number Passed	513	412
Percent Passed	83	89
Number Not Passed	107	49
Percent Not Passed	17	11
Mean Scaled Score	391	399
Students Receiving Special Education Services		
Number Tested	80	33
Number Passed	35	20
Percent Passed	44	61
Number Not Passed	45	13
Percent Not Passed	56	39
Mean Scaled Score	349	351
Students Not Receiving Special Education Services		
Number Tested	570	475
Number Passed	491	420
Percent Passed	86	88
Number Not Passed	79	55
Percent Not Passed	14	12
Mean Scaled Score	394	398

*2002-2003 subgroup information is a combination of both 10th and 11th grade students. The State only separates 10th grade students from 11th grade students for the All Students aggregation.

Grade: 10

Test: Stanford Achievement Test - Mathematics

Edition / Publication Year: 9th Edition first published 1996 by Harcourt Brace, Inc.

Groups excluded from testing? None

Scores below are reported as mean **National Percentile Rankings (NPR)**

Data Display Table for the SAT-9 Mathematics section

	2000-01	1999-00	1998-99
All Students			
Enrollment			
Number of students tested	528	501	539
NPR for "Avg." Student Score	72	74	76
% Scoring Above 75 th NPR	46	49	50
% Scoring At or Above 50 th NPR	75	75	82
% Scoring Above 25 th NPR	89	89	93
Economically Disadvantaged Students			
Number of students tested	30	28	n/a
NPR for "Avg." Student Score	49	41	n/a
% Scoring Above 75 th NPR	23	11	n/a
% Scoring At or Above 50 th NPR	50	50	n/a
% Scoring Above 25 th NPR	63	75	n/a
Not Economically Disadvantaged Students			
Number of students tested	498	472	539
NPR for "Avg." Student Score	74	75	76
% Scoring Above 75 th NPR	47	51	50
% Scoring At or Above 50 th NPR	76	76	82
% Scoring Above 25 th NPR	91	90	93
Students Receiving Special Education Services			
Number of students tested	62	15	n/a
NPR for "Avg." Student Score	48	17	n/a
% Scoring Above 75 th NPR	23	7	n/a
% Scoring At or Above 50 th NPR	42	7	n/a
% Scoring Above 25 th NPR	65	13	n/a
Students Not Receiving Special Education Services			
Number of students tested	466	475	n/a
NPR for "Avg." Student Score	75	75	n/a
% Scoring Above 75 th NPR	49	51	n/a
% Scoring At or Above 50 th NPR	79	78	n/a
% Scoring Above 25 th NPR	93	92	n/a

Westlake High School
California Standards Test Results - English Language Arts
Grade 9

	Westlake High School			Statewide		
	2002-03	2001-02	2000-01	2002-03	2001-02	2000-01
Testing Month	April	April	April			
All Students						
Students Tested	484	533	537	481597	435885	415687
% of Enrollment	99	98	98	95	89	83
% Advanced	37	30	26	14	11	8
% Proficient	34	37	36	24	22	20
% Basic	20	23	27	31	30	32
% Below Basic	5	8	8	19	20	22
% Far Below Basic	4	2	4	12	18	18
Economically Disadvantaged Students						
Students Tested	28	27	44	184884	158533	143897
% of Enrollment	6	5	8	36	32	29
% Advanced	14	0	5	4	3	2
% Proficient	14	15	20	15	12	10
% Basic	25	44	41	34	29	30
% Below Basic	25	19	16	28	27	30
% Far Below Basic	21	22	18	18	29	29
Non Economically Disadvantaged Students						
Students Tested	456	506	485	294785	275431	269667
% of Enrollment	93	93	89	58	56	54
% Advanced	38	31	28	20	15	12
% Proficient	35	38	37	29	27	26
% Basic	20	22	26	29	30	33
% Below Basic	4	7	7	14	16	18
% Far Below Basic	3	1	2	8	12	12
Students with Disabilities						
Students Tested	33	29	72	43700	35086	33016
% of Enrollment	7	5	13	9	7	7
% Advanced	9	17	4	1	1	1
% Proficient	19	17	14	5	3	3
% Basic	31	34	36	17	13	13
% Below Basic	22	28	28	34	25	29
% Far Below Basic	19	3	18	42	57	54

Students with No Reported Disability						
Students Tested	451	504	465	436166	397436	380611
% of Enrollment	92	93	85	86	81	76
% Advanced	39	31	29	15	11	9
% Proficient	35	38	39	26	23	22
% Basic	19	23	25	32	31	33
% Below Basic	4	7	5	18	19	21
% Far Below Basic	3	2	1	9	15	14
White Students						
Students Tested	366	420	413	167894	N/A	N/A
% of Enrollment	75	77	75	33	N/A	N/A
% Advanced	38	29	28	24	N/A	N/A
% Proficient	37	42	38	33	N/A	N/A
% Basic	21	23	25	26	N/A	N/A
% Below Basic	3	5	5	11	N/A	N/A
% Far Below Basic	1	1	1	6	N/A	N/A
Hispanic Students						
Students Tested	57	47	75	205696	N/A	N/A
% of Enrollment	12	9	14	40	N/A	N/A
% Advanced	18	11	6	4	N/A	N/A
% Proficient	12	11	18	16	N/A	N/A
% Basic	30	38	40	34	N/A	N/A
% Below Basic	26	32	21	27	N/A	N/A
% Far Below Basic	14	9	13	18	N/A	N/A
Asian Students						
Students Tested	40	48	41	41676	N/A	N/A
% of Enrollment	8	9	8	8	N/A	N/A
% Advanced	55	65	39	28	N/A	N/A
% Proficient	31	21	34	30	N/A	N/A
% Basic	5	8	17	26	N/A	N/A
% Below Basic	0	4	7	12	N/A	N/A
% Far Below Basic	8	2	2	6	N/A	N/A

Westlake High School
California Standards Test Results
English Language Arts
Grade 10

	Westlake High School			Statewide		
	2002-03	2001-02	2000-01	2002-03	2001-02	2000-01
Testing Month	April	April	April			
All Students						
Students Tested	527	535	530	427454	390793	379005
% of Enrollment	98	98	95	93	88	82
% Advanced	31	36	31	11	12	11
% Proficient	36	32	32	22	21	20
% Basic	23	21	25	30	30	31
% Below Basic	7	7	7	22	21	23
% Far Below Basic	3	3	6	14	16	15
Economically Disadvantaged Students						
Students Tested	20	42	31	146636	125139	116934
% of Enrollment	4	8	6	32	28	25
% Advanced	0	5	10	3	3	3
% Proficient	25	19	10	13	11	10
% Basic	40	29	32	32	29	30
% Below Basic	15	29	19	31	30	32
% Far Below Basic	20	19	29	21	25	25
Non Economically Disadvantaged Students						
Students Tested	507	493	499	279084	264102	260421
% of Enrollment	94	90	89	61	59	56
% Advanced	32	38	32	16	17	15
% Proficient	36	33	33	27	25	25
% Basic	22	21	24	30	30	31
% Below Basic	7	5	6	17	17	18
% Far Below Basic	2	2	4	11	11	11
Students with Disabilities						
Students Tested	38	17	64	37267	29567	26887
% of Enrollment	7	3	11	8	7	6
% Advanced	11	0	11	1	1	1
% Proficient	11	6	16	4	3	3
% Basic	47	35	25	14	13	14
% Below Basic	26	35	19	34	30	33
% Far Below Basic	5	24	30	47	53	50

Students with No Reported Disability						
Students Tested	489	518	466	388734	358331	350661
% of Enrollment	91	95	84	85	80	76
% Advanced	33	37	33	12	13	12
% Proficient	38	33	34	24	22	22
% Basic	21	21	25	32	31	32
% Below Basic	6	6	5	21	21	22
% Far Below Basic	3	3	3	11	13	12
White Students						
Students Tested	418	413	412	158451	N/A	N/A
% of Enrollment	78	76	74	35	N/A	N/A
% Advanced	31	38	31	19	N/A	N/A
% Proficient	38	34	35	31	N/A	N/A
% Basic	23	20	23	28	N/A	N/A
% Below Basic	6	5	6	14	N/A	N/A
% Far Below Basic	2	2	2	9	N/A	N/A
Hispanic Students						
Students Tested	49	62	61	171607	N/A	N/A
% of Enrollment	9	11	11	38	N/A	N/A
% Advanced	10	15	8	3	N/A	N/A
% Proficient	14	23	8	14	N/A	N/A
% Basic	40	37	39	33	N/A	N/A
% Below Basic	26	19	16	30	N/A	N/A
% Far Below Basic	10	6	27	20	N/A	N/A
Asian Students						
Students Tested	49	41	43	38757	N/A	N/A
% of Enrollment	9	8	8	8	N/A	N/A
% Advanced	55	49	60	21	N/A	N/A
% Proficient	31	29	23	28	N/A	N/A
% Basic	6	15	13	28	N/A	N/A
% Below Basic	8	7	2	15	N/A	N/A
% Far Below Basic	0	0	0	7	N/A	N/A

Westlake High School
California Standards Test Results
English Language Arts
Grade 11

	Westlake High School			Statewide		
	2002-03	2001-02	2000-01	2002-03	2001-02	2000-01
Testing Month	April	April	April			
All Students						
Students Tested	492	478	472	367811	336160	320021
% of Enrollment	96	97	96	91	86	77
% Advanced	34	34	25	11	11	9
% Proficient	31	27	33	21	20	20
% Basic	20	28	25	29	30	32
% Below Basic	9	7	10	19	21	23
% Far Below Basic	6	4	7	20	18	16
Economically Disadvantaged Students						
Students Tested	30	25	20	113153	97549	89527
% of Enrollment	6	5	4	28	25	22
% Advanced	10	4	0	3	3	2
% Proficient	13	8	25	13	11	10
% Basic	33	44	10	30	29	30
% Below Basic	27	24	50	26	28	32
% Far Below Basic	17	20	15	28	29	26
Non Economically Disadvantaged Students						
Students Tested	461	453	451	253317	237500	228955
% of Enrollment	90	92	91	63	60	55
% Advanced	36	35	26	15	15	12
% Proficient	32	28	33	25	23	24
% Basic	19	28	25	28	30	33
% Below Basic	8	6	8	16	18	20
% Far Below Basic	5	3	7	16	14	12
Students with Disabilities						
Students Tested	21	15	39	29813	22514	20737
% of Enrollment	4	3	8	7	6	5
% Advanced	0	7	0	1	1	1
% Proficient	10	0	15	3	3	3
% Basic	19	33	15	12	12	12
% Below Basic	33	20	41	24	24	29
% Far Below Basic	38	40	28	60	60	54

Students with No Reported Disability						
Students Tested	470	463	433	436166	311255	297984
% of Enrollment	92	94	88	86	79	72
% Advanced	35	35	27	15	12	10
% Proficient	32	28	35	26	21	21
% Basic	20	28	26	32	31	33
% Below Basic	8	7	7	18	20	23
% Far Below Basic	4	2	6	9	15	13
White Students						
Students Tested	380	377	394	144328	N/A	N/A
% of Enrollment	74	76	80	36	N/A	N/A
% Advanced	35	34	27	18	N/A	N/A
% Proficient	32	28	32	28	N/A	N/A
% Basic	20	30	26	27	N/A	N/A
% Below Basic	8	6	7	14	N/A	N/A
% Far Below Basic	5	1	6	13	N/A	N/A
Hispanic Students						
Students Tested	58	46	38	137920	N/A	N/A
% of Enrollment	11	9	8	34	N/A	N/A
% Advanced	15	9	10	3	N/A	N/A
% Proficient	21	15	23	13	N/A	N/A
% Basic	29	37	21	31	N/A	N/A
% Below Basic	21	22	23	26	N/A	N/A
% Far Below Basic	14	17	21	27	N/A	N/A
Asian Students						
Students Tested	42	40	32	36034	N/A	N/A
% of Enrollment	8	8	7	9	N/A	N/A
% Advanced	49	65	18	21	N/A	N/A
% Proficient	34	18	56	27	N/A	N/A
% Basic	10	13	3	27	N/A	N/A
% Below Basic	5	0	21	14	N/A	N/A
% Far Below Basic	2	5	0	11	N/A	N/A